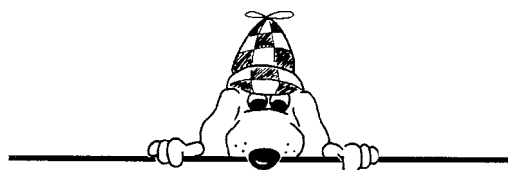


SECTION TWO

IIM - Basic Level Reproducible Teacher and Student Workpages

These reproducible pages will provide you with the tools to develop and carry out your IIM units at the Basic Level. Use the *IIM Unit Plan* to identify goals and objectives, choose resources, design assessment tools, and develop skills lessons. The chart headings and icons you will need to implement a Group IIM are included. The Student Workpages give your students the structure to complete an individual or small group research study and are appropriate for students in grades K - 8 using the Independent IIM Process at the Basic Level. The overview of each part of Section Two gives additional information about the use of these pages.



CONTENTS - SECTION TWO

Teacher Workpages Overview	3
IIM Unit Plan.	5
Group IIM Process Chart Heading and Icons	11
Student Workpages Overview	15
Independent IIM Process Student Workpages.....	17

Basic Level

IIM Teacher Workpages

OVERVIEW

These reproducible Teacher Workpages have been developed to aid you in unit and skills lesson planning, and in implementing the Group IIM Process at the Basic Level.

The *IIM Unit Plan* pages are an efficient way of developing, recording, and carrying out the learning objectives you have for your students for either the Group or Independent IIM Process. Use your state/local standards to identify academic and study skills objectives for the unit (p. 5). From these, list “How to” skills that need direct teaching lessons and record those lesson plans on p. 10. Tie your assessment plans (p. 7) to your objectives, and keep a record of key resources needed and used on p. 6. *The 7 Steps* (p. 8-9) serves as a flow chart of the total unit.

Also included in the Teacher Workpages are headings and icons (p. 11-14) to help you in implementing the Group IIM Process. These may be copied to use on chart paper.



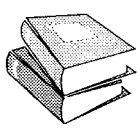
Class: _____

Time: _____

Students will:

[illegible]

Teach students “How to”:



Resources

IIM Unit Plan

Curriculum Unit:

List the resources you will use during the unit. Be sure to include some that are appropriate for the diverse learning needs and styles within your classroom.

Print: (book, computer, poster...)

Non-Print: (field trip, video, experiment...)

People: (speaker, parent volunteer, other teacher...)

Preparatory Activities/Materials:

Student Booklet Pages:

Immersion Activities:

Transparencies:

Other:



Assessment IIM Unit Plan

Curriculum Unit: _____

What *process skills* will you assess?

How?

What *products* will you assess?

How?



7 Steps IIM Unit Plan

Curriculum Unit: _____

List what you will do for each step of the process. Include unit activities, assessment strategies, and skills lessons. Identify ways you will differentiate for the diverse learning needs and styles of your students

STEP 1 Topic

STEP 2 Goal Setting

STEP 3 Research





Teaching “How To” Skills

IIM Unit Plan

Use this page to plan mini-lessons to teach key skills during the IIM unit.

Curriculum Unit: _____

Step: _____

Skill: _____

Date: _____

Class/Time: _____

Objectives:

Materials:

Procedure:

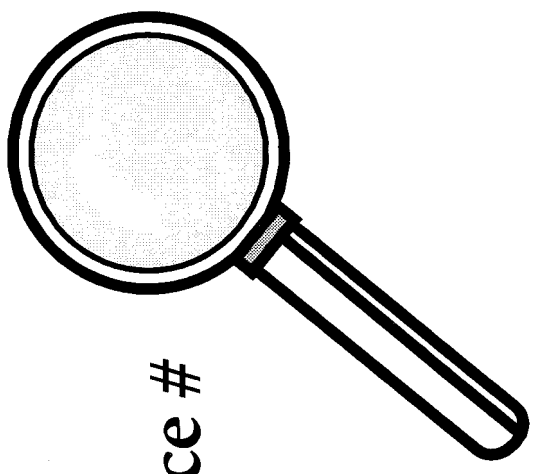
Notes:



STEP 3

Research

Notefacts



Source #

To make *Notefacts* chart heading for the Basic Level of the Group IIM Process, position this page as usual on your copy machine. Enlarge 125% onto 8 1/2" x 14" paper.



Research



Glossary of the Study

To make *Glossary of the Study* chart heading for the Basic Level of the Group IIM Process, position this page as usual on your copy machine. Enlarge 125% onto 8 1/2" x 14" paper.

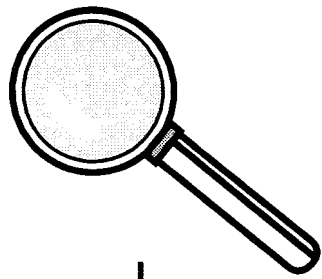


STEP 4

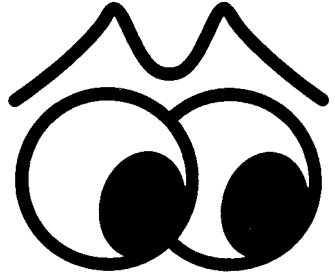
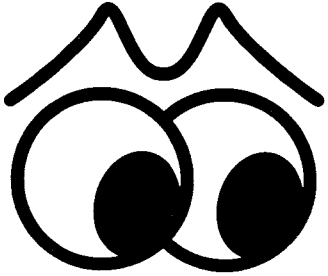
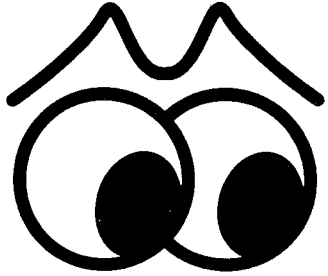
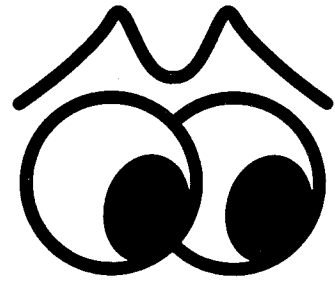
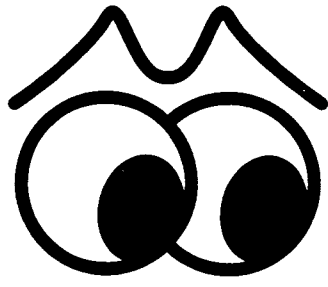
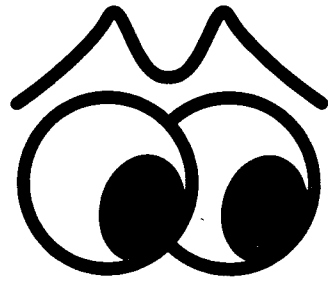
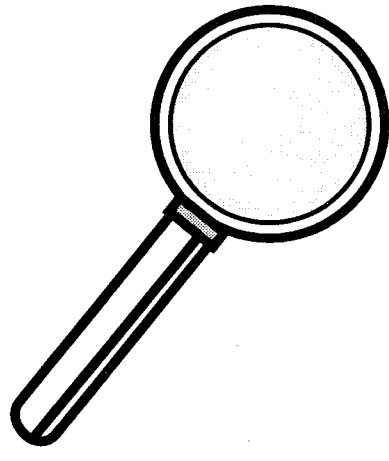
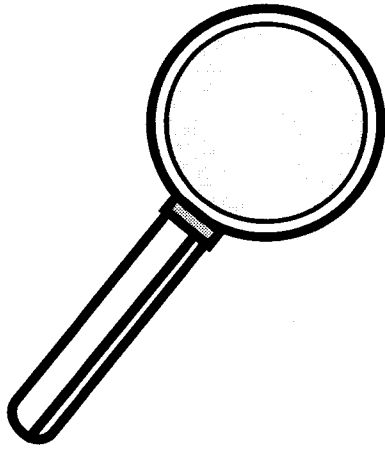
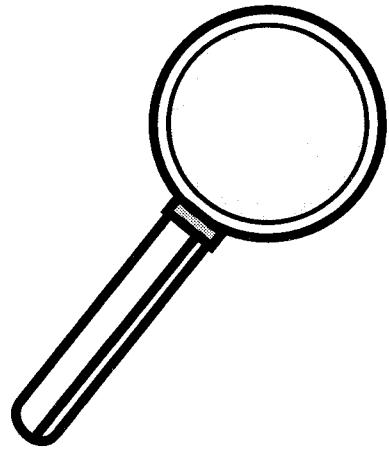
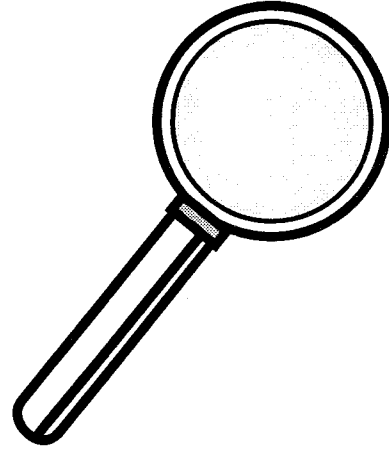
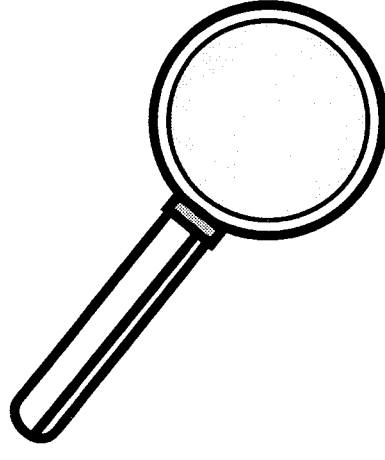
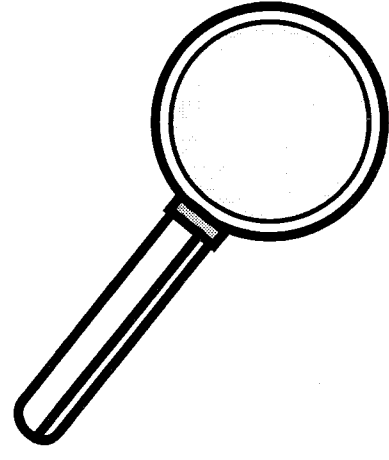
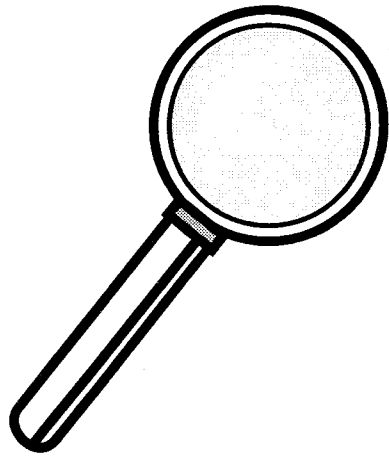
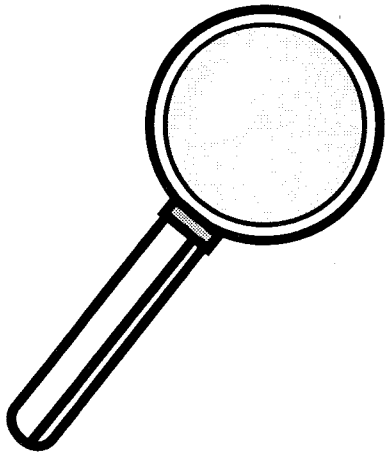
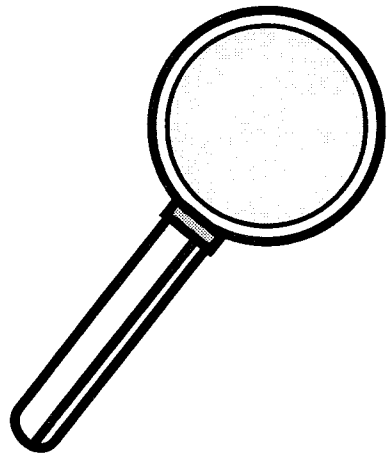
Organizing

Organizing Notefacts

Notes About _____



To make *Organizing Notefacts* chart heading for the Basic Level of the Group IIM Process, position this page as usual on your copy machine. Enlarge 125% onto 8 1/2" x 14" paper.



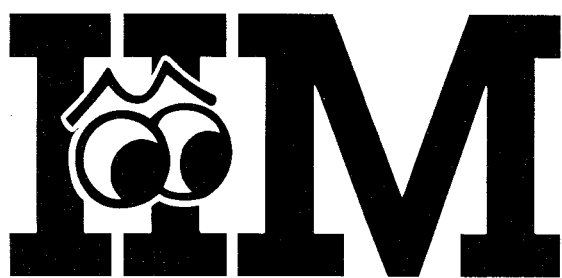
Use these icons in various ways—for group *Note facts* chart paper, bulletin boards, displays...

Basic Level

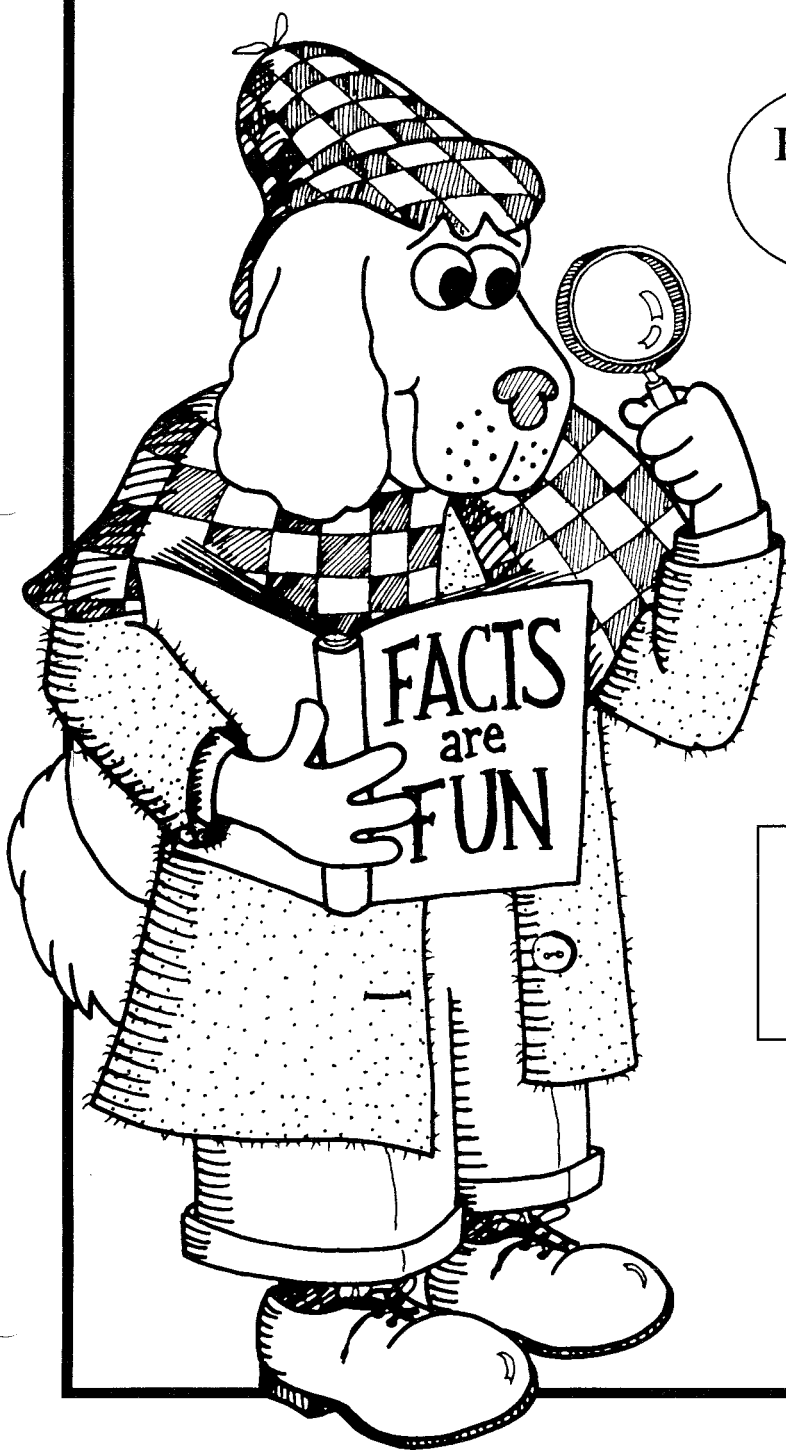
IIM Student Workpages

OVERVIEW

These reproducible Student Workpages have been developed for the Independent Process to guide your students through the 7 steps of IIM at the Basic Level. It is important to remember that these pages are not a workbook; not all pages should or could be used for one study. There are many options for each step, and pages should be carefully chosen to correspond to the unit content, objectives, and academic level of your students. Referenced in the Teacher Steps and Student Steps in Section One are the standard pages for the student booklet. Other possible pages are described in the Teacher Tips for the step in which they would be used.



Independent Investigation Method



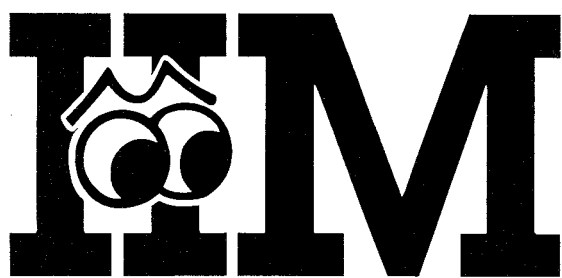
Hi! I'm Agent



Agent

Name: _____

STUDENT BOOKLET
Basic Level



Independent Investigation Method



Hi! I'm Agent



Agent

Name: _____

STUDENT BOOKLET
Basic Level



By: _____

Grade: _____

Teacher: _____



Class IIM Unit

My IIM Topic

Date Started: _____

Date Finished: _____



STEPS to follow in



Agent


1. Topic
Due: _____

2. Goal Setting
Due: _____

3. Research
Due: _____

4. Organization
Due: _____

5. Goal Evaluation
Due: _____

6. Product
Due: _____

7. Presentation
Due: _____



Name: _____

Class: _____

Class IIM Unit: _____

My IIM Topic: _____

STEPS to follow in



Agent

1. Topic
Due: _____

2. Goal Setting
Due: _____

3. Research
Due: _____

4. Organization
Due: _____

5. Goal Evaluation
Due: _____

6. Product
Due: _____

7. Presentation
Due: _____



Decision Making for Research Topic

1. State the PROBLEM:

2. List some ALTERNATIVES:

3. List your CRITERIA:

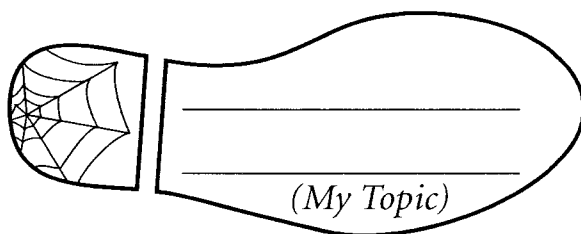
4. Make your DECISION:

5. Give your REASONS:



Concept Map

Web ideas about your *Topic* on the *Concept Map* using what you already know and what you want to learn.





Setting Research Goals

Class Notefact Goal: _____

My Notefact Goal: _____

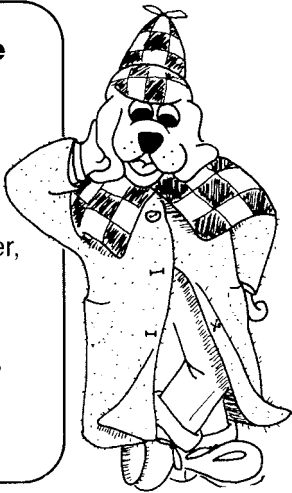
Required Number of Resources: _____

Required Glossary Entries: _____

Resource Type Requirements: _____

Resource Types

Book,
magazine,
film strip,
TV show, letter,
computer,
interview,
video/movie,
poster,
field trip...



Questions to Guide My Research

Teacher Questions:

My Questions:



Setting Research Goals *Using a Thesis Statement*

Class Notefact Goal: _____

My Notefact Goal: _____

Required Number of Resources: _____

Required Glossary Entries: _____

Resource Type Requirements: _____

Resource Types

Book,
magazine,
film strip,
TV show, letter,
computer,
interview,
video/movie,
poster,
field trip...



My Topic: _____

This *Thesis Statement* tells what I will try to prove from my research.

Sample a

TOPIC: *Causes of the Civil War.*

THESIS STATEMENT: *The U.S. economy was the major cause of the Civil War.*

Sample b

TOPIC: *Pterodactyls*

THESIS STATEMENT: *Pterodactyls are ancestors of birds.*

My Thesis Statement: _____

Questions to Guide My Research: _____



Setting Research Goals *Using Bloom's Taxonomy*

Class Notefact Goal: _____

My Notefact Goal: _____

Required Number of Resources: _____

Required Glossary Entries: _____

Resource Type Requirements: _____

Resource Types
Book,
magazine,
film strip,
TV show, letter,
computer,
interview,
video/movie,
poster,
field trip...



Write one question at each level of *Bloom's Taxonomy* to guide your research. Listed are some key words to help you formulate good questions. **Remember!** A question can be a question ("What are the names of the planets?") or a questioning statement directing you to do something ("Name the planets.").

- 1. Knowledge:** (find, list, name...) _____
- 2. Comprehension:** (define, review, identify...) _____
- 3. Application:** (apply, demonstrate, illustrate...) _____
- 4. Analysis:** (classify, compare, summarize...) _____
- 5. Synthesis:** (invent, predict, design, combine...) _____
- 6. Evaluation:** (judge, recommend, verify, evaluate...) _____

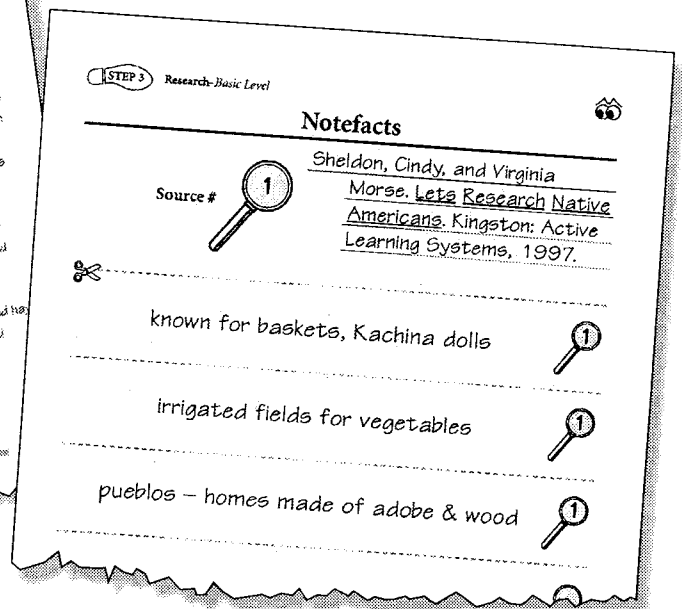
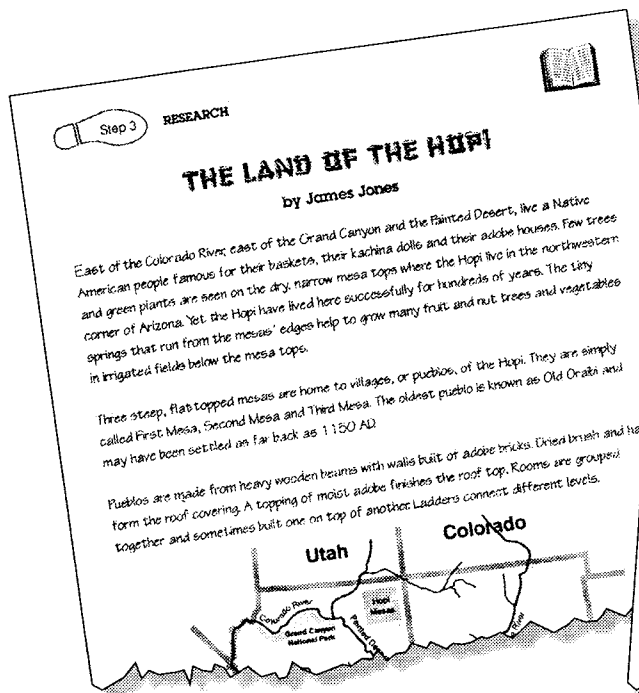


Steps to Taking Notefacts

These are directions to help you take **notefacts** for your IIM using the *Notefacts* pages. If you follow these steps, you will be on the way to becoming a good researcher.

1. Each resource you use will have its own number. Write that number in the large magnifying glass and on all the small magnifying glasses on your *Notefacts* pages.
2. Record required information for your bibliography on the solid lines.
3. Now you're ready to take **notefacts**. Agent IIM calls them **notefacts** because they are short (notes) and true (facts).
4. **Notefacts** should be:
 - Written in your own words
 - Short
 - Complete enough to make sense
 - Related to your goal setting questions
 - Written between the dotted lines — one **notefact** per space

Agent IIM says,
“Don’t be a plagiarist by
stealing other authors’
words”.





Working Bibliography & Works Cited

Use the MLA documentation style below in developing your:

1. *Working bibliography*—a record of all sources used in your research.
2. *Works cited*—a list of all sources that you cite in the text of your paper.

Print Sources

Book: Author(s). Title. City of publication: Name of publisher, Copyright date.

Sample: Parker, Derek and Julia Barker. Atlas of the Supernatural. New York: Prentice Hall, 1990.

Chart, Map, or Poster: Title. Map, chart, or poster. Place of publication: Name of publisher, date.

Sample The Solar System. Poster. Palo Alto: Dale Seymour Publications, 1997.

Encyclopedia and reference books: Author(if given) or editor (ed.). "Title of article." Title of book or publication. Publication information (not necessary for familiar reference books), edition year.

Sample Pope, Clifford. "Crocodile." Encyclopedia Americana. 1994 ed.

Magazine: Author(s). "Title of article." Name of magazine. Date: Page numbers.

Sample Satchell, Michael. "To Save the Sequoias." U.S News and World Report. 7 Oct. 1996: 42-46.

Newspaper: Author. "Title of article." Name of Newspaper [City if not part of name] Date, edition (if listed): page(s).

Sample Murphy, Sean. "It Floats." Rockingham News [Exeter] 21 May 1999, late ed.: A1+.

Pamphlet: Same style as book

Non-Print Sources

Field Trip: Site. Location. Attending Group. Date.

Sample Longfellow-Evangeline State Commemorative Area. St. Martinville, LA. Grade 6, Maplewood Middle School. 13 March 1997.



Working Bibliography & Works Cited *(cont.)*

Interview: Person interviewed. Type of interview (personal, phone. . .). Date.

Sample Parsons, Mary. Telephone interview. 30 May 1998.

Sound Recordings: Artist. Title of selection. Medium (unless CD) Manufacturer, Date.

Sample Kawamura, Masako. Baratata-Batake. Audiocassette. PWS Records, 1996.

Speaker: Speaker. "Title." Sponsoring organization. Location. Date.

Sample Landry, Bob. "Acadiens." Maplewood 6th Grade Team. Maplewood Middle School Auditorium. Sulphur, LA. 7 March 1997.

Television or Radio Program: "Title of episode or segment." Performer, narrator, director, or author. Title of Program. Network. Call letters (if any), City of local station, Broadcast date(s).

Sample "Secrets of Lost Empires." Nova. PBS. WGBH, Boston, 26 May 1998.

Video: Title. Director or producer. Medium (unless film). Distributor, Date.

Sample Jurassic Park, The Lost World. Dir. Stephen Spielberg. Videocassette. Century Fox, 1995.

Electronic Sources

CD-ROM: Author (if given). "Title of section." Title of publication. CD-ROM. edition, release, or version. City of publication: Publisher, Year.

Sample "Whiskey Rebellion." Microsoft Encarta. CD-ROM. 1996 ed. New York: Funk & Wagnalls, 1996.

Internet-Online Posting: Author. "Title." Online posting. Date of posting. Name of forum. Date of access <Electronic address or URL>.

Sample Morse, Sarah. "Female Pedagogy." Online posting. 25 May 1997. Morse Homepage. 3 August 1998 <<http://www.morsefamily.com>>.

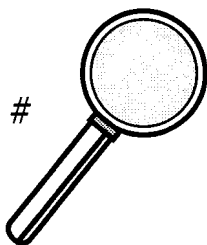
NOTE 1: You may use italics instead of the underlining used in the samples. Check with your teacher to see if there is a preference.

NOTE 2: For more detailed directions and complete listings, see MLA Handbook for Writers of Research Papers (Gibaldi 1999).

List the NEW words and their meanings that are key to the understanding of your topic.

[illegible]

Source

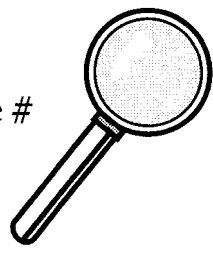






Notefacts

Source #

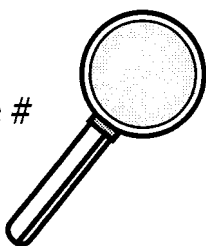




Labeled Diagram



Source



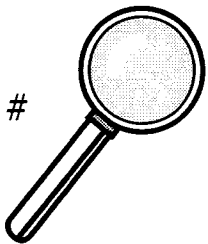


Handwriting practice lines with 100 numbered boxes per row. The page contains 10 rows of these boxes, each preceded by a magnifying glass icon on the right side.



Notefacts

Source #





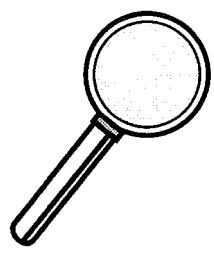
Labeled Diagram





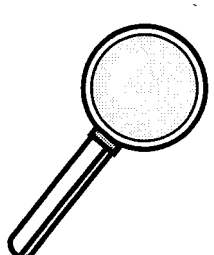
Sources of Information













Writing Organized Notefacts

Notes About





Writing Organized Notefacts

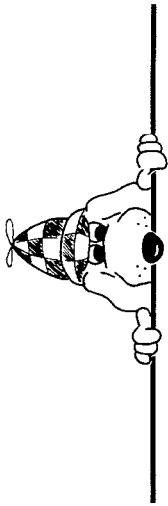
Notes About

Labeled Diagram





Notefact Grid



TITLE OF RESOURCE

Source 1:

Source 2:

Source 3:

Name:

Write up to 6 key notefacts under each question. Record the source number in the box for each notefact.

	Question 1	Question 2	Question 3
Fact			
1			
2			
3			
4			
5			
6			



Steps to Organizing

1. Think about categories as you read **all** your notefacts.
2. List categories at the bottom of this page.
3. Color the **handle** of each category lens a different color.
4. Write categories on *Organizing Notefacts* pages.

Notes About











(Your category name)



Your category color

5. Color code all your notefacts according to category colors. (Color handle only.)
6. Cut notefact strips.
7. Place color-coded notefact strips on each *Organizing Notefacts* page.
8. Check with your teacher.
9. Glue strips to pages.

Categories



Organizing Notefacts

Notes About _____



Attach your notefacts here





Evaluating Research Goals *What I Learned*

My Notefact Goal: _____ Notefacts Written: _____

Required Number of Resources: _____ Number of Resources Used: _____

Required Number of Glossary Entries: _____ Number of Glossary Entries: _____

Required Resource Types: _____

Goal Achieved (check): ☐ ☐ ☐ ☐

What I Learned About My Questions

Goal Setting Question: _____

Facts: _____

Goal Setting Question: _____

Facts: _____

Question (New or Goal Setting): _____

Facts: _____

My Future IIM Goals: _____

Possible Goals

Number of notefacts, notefact quality, number of resources, resource types, goal setting questions, time management...





Evaluating Research Goals *Using a Thesis Statement*

My Notefact Goal: _____

Notefacts Written: _____

Required Number of Resources: _____

Number of Resources Used: _____

Required Number of Glossary Entries: _____

Number of Glossary Entries: _____

Required Resource Types: _____

Goal Achieved (check): ☐ ☐ ☐ ☐

My Thesis Statement: _____

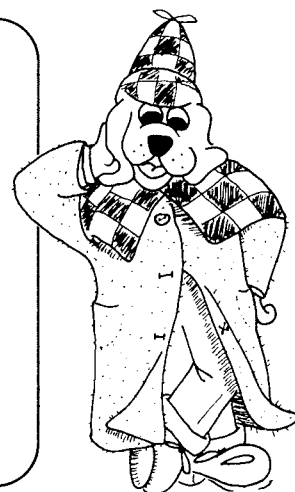
Were you able to prove your Thesis Statement? _____

Write a paragraph showing the information you gathered that supports this conclusion.

My Future IIM Goals: _____

Possible Goals

Number of notefacts, notefact quality, number of resources, resource types, goal setting questions, time management...





Choosing a Product

Choose a product that shows what you've learned during IIM. Choose something:

- *that you enjoy*
- *that will be interesting to others*
- *that is different from other products you've made*

Action: commercial, competition, dance, debate, demonstration, experiment, game, interview, lesson, play, puppet show, scavenger hunt, speech, treasure hunt...

Collection: collage, display, learning center, mini-museum, portfolio, scrapbook, terrarium...

Model: diorama, invention, musical instrument, scale model, sculpture...

Technology: animation, computer program, database, film strip, overhead projection, photograph, radio program, slide/sound program, tape recording, TV program, video tape, web page...

Visual Representation: bulletin board, cartoon, chart, concept map, costume, display board, family tree, flag, float, graph, map, mask, mobile, mural, needlework, painting, picture book, poster, project cube, puzzle, time line...

Written Work: advertisement, book (ABC, biography, fact, fantasy, flip book, journal, recipe book, science fiction, shape book), brochure, crossword puzzle, dictionary, fact cards, letter, magazine, news report, poetry, riddle, travel log, word search...

Remember!

- Be sure your product shares what you've learned during your research
- Plan carefully
- Leave enough time to make a quality product
- Proofread your work



Change any of the suggestions, or come up with your own ideas.



My Product

Product:

List the steps you will follow in making your product:

_____	_____
_____	_____
_____	_____

List the materials you will need:

_____	_____
_____	_____
_____	_____

What problem(s) might keep you from completing your product?

_____	_____
_____	_____

Use this space (or the back of the page) to draw a diagram of your product.





My IIM Product Tally

Name: _____

Keep a dated record of the products you make in your IIMs. Refer to page 44 to help you choose a variety of products.

Product Types
Action...Technology...
Collection...Visual
Representation...Model...
Written Work...



Date	Topic	Product Type	Product



My Presentation

Product: _____

Method of Presentation: *(Describe and list steps)*



Materials I Will Need:

☐

Notecards

☐

Handout—attach copy

☐

Visual Aids—list:

☐

Equipment—list:

Last Chance Check!



1. Practice your presentation.
2. Evaluate both your product and presentation.
3. Circle what you have done well.
4. Improve those things that aren't circled.

My Product:

Teaches something I've learned

Uses correct spelling and grammar

Is a creative way to share information

My Presentation:

Teaches something I've learned

Is clear and well organized

Uses quality speaking voice— slow, clear, and loud

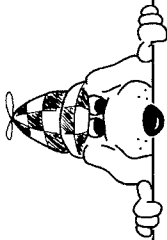
Is interesting to audience



Fact Gathering *from Presentations*

Name: _____

Be an active listener. For each presentation, write the name of the group, their topic, and 3 key facts you want to remember.



Group	Fact 1	Fact 2	Fact 3
<div>Name</div> <div>Topic</div>			
<div>Name</div> <div>Topic</div>			
<div>Name</div> <div>Topic</div>			
<div>Name</div> <div>Topic</div>			

